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ABSTRACT

This report presents the evaluation outcomes of the Get Set Day Care Program currently operating in the School District of Philadelphia and outlines the contents of the instructional program designed to reach these goals. It was hypothesized that the Get Set Day Care children with two years of previous Get Set Day Care experience would: (1) perform better on the Stanford Early School Achievement Test than the children with no previous Get Set Day Care experience in the kindergarten program, and (2) would perform equally as well as all of the children in the kindergarten program in the Philadelphia School District. The sample in the treatment group involved 1,391 children with two years of previous Get Set Day Care experience and 702 children with no previous Get Set Day Care or other nursery experience. The study indicated that Get Set Day Care experiences promote the child's ability to learn in the school environment, particularly in the areas of reading and mathematics. (CS)

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GET SET DAY CARE PROGRAM

Introduction

This report presents the evaluation outcomes of the Get Set Day Care Program currently operating in the School District of Philadelphia. This report provides an overview of the major instructional program goals. It also outlines the contents of the instructional program that are designed to reach these goals.

History of the Problem

Economically and socially deprived children have been found to be deficient in language development, mathematics skill, social responsiveness, self-esteem, motivation, and social maturity[1]. While the exact manner in which cognitive and affective variables combine in the educative process, behavioral science has found that developmental, psychological, and social conditions do account for much of the deprived child's failing in the early grades of schooling. The theoretical orientation of this study maintains that language and cognition are important variables in the education of economically and culturally disadvantaged preschool child.

Powell (1970), studying language arts, mathematics, and social adjustment skills of the children in the Philadelphia Get Set Day Care Program, found significant differences between the repeated measures of the children in the Get Set Day Care Program. He used the Preschool Inventory. Studying the behavior of Get Set Day Care children in kindergarten programs, he found that their level of classroom disturbance, impatience, disrespect-defiance, unchangeable behavior was higher than the norms scores for their age group. He used the Devereux Elementary School Behavior Rating Scale.

Powell (1971), making a longitudinal study of Get Set Day Care children in the first grade, found that in the areas of language arts, mathematics, and in social adjustment there was a significant difference between the children with previous Get Set Day Care and those from the same origin with no previous Get Set Day Care experience. He used the Metropolitan Achievement Test and the Devereux Elementary School Behavior Rating Scale.

Powell (1972), studying the relationship between test scores of Get Set children on the Preschool Inventory and the Devereux Elementary School Behavior Ratings found that those scoring 80% or better on the Preschool Inventory showed lesser amounts of deviant behavior or a more generic term of behavior factors.

Objectives

1. To interview the kindergarten teachers who teach Get Set Day Care children so that the instructional staff of the Get Set Day Care Program could upgrade the instructional program.

2. To interview the kindergarten teachers who teach the Get Set Day Care children in order to determine how to improve the articulation between the instructional staff in the kindergarten program and the Get Set Day Care instructional staff.

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[1]Blatt, Burton and Garfunkel, Frank; Educating Intelligence: Determinants of School Behavior of Disadvantaged Children, Exceptional Children, 601-608.

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Method

Program

There are approximately 300 teachers and 300 teacher aides in the program. Only about 50 teachers have had formal training in early childhood education, and little of that training has been recent. Workshops have been developed to compensate for such inadequacy of training. Language Arts, mathematics, and social adjustments skills were the primary concerns in the inservice training program. Other topics stressed are music, science, creative arts, and child development.

Health programs services are provided to minimize existing medical and dental problems and promote better health through immunizations, health education for the children and their parents.

A nutrition program is based on the idea that "every Get Set program must have a sound nutritional component to develop more fully the physical resources each child will bring to the learning process." This service is realized as provisions for breakfast, a mid-morning snack, and a luncheon meal. The program also provides courses on nutrition for the parents.

The social services component concentrates on a wide range of concerns (e.g., attendance, health, family recruitment, and follow-up). The responsibility of the social services component are (a) stimulating parent involvement, (b) collaborating with other agencies as needed, and (c) helping in making each Get Set Center a childhood and family developmental center. The stimulation of parental involvement (a) providing a liaison between the child development center and the community, (b) assisting in all phases of planning for the parent program, (c) coordinating the activities of parents in the daily program in the classroom, (d) encouraging policy-making decisions, and (e) following through to assure the parents' needs are being met.

Psychological services are also provided through (a) consultation with staff concerning needs for diagnostic evaluation of individual children, (b) arrangement and follow-up of evaluation, (c) consultation with teachers and aides concerning diagnosed needs of individual children, (d) consultation with parents concerning needs for specific referral to special agencies, and (e) consultation with staff in planning, evaluating, and improving program operations, including curriculum development and services to children and families.

Specific Hypotheses

1. It was hypothesized that the Get Set Day Care children with two years of previous Get Set Day Care experience would perform better on the Stanford Early School Achievement Test than the children with no previous Get Set Day Care experience in the kindergarten program.

2. It was hypothesized that the children with two years of previous Get Set Day Care experience would perform equal to all of the children in the kindergarten program in the Philadelphia School District.

Many of the preceding objectives derive directly from the rationale that all elements in a child's environment influence him (i.e., the school family, neighborhood, and community). These objectives form the basis for

the comprehensive program which has been established. This program consists of parent participation activities, instructional innovation, community-centered strategies, and the continued benefits of the Get Set Program which includes health and nutritional advice, psychological and social guidance, hot lunches, smaller classes, and a four-hour school day.

Subjects

The sample in the treatment group involved 1,391 children with two years of previous Get Set Day Care experience and 702 children with no previous Get Set Day Care or nursery experience. The tests were administered by each classroom teacher and was machine scored.

Instrument

The Stanford Early School Achievement Tests was used. This test has four parts:

1. The Environment deals with general information and has been found to be one of the best predictors of success in school.

2. Mathematics - deals with the general philosophy of mathematics education, and has been found to be one of the best predictors of success in school.

3. Letters and Sounds - deals with the fundamentals of reading. It has been found to be a good predictor of success in school.

4. Aural Comprehension - is a measure of oral comprehension. A relatively high level of reasoning is required to score well on this test.

Procedure

Each child's cumulative record was reviewed by the researcher to determine if each child had at least two years previous Get Set Day Care experience, no previous Get Set Day Care experience, or no previous Get Set Day Care experience, or no previous nursery experience. Only those children with two years of previous Get Set Day Care experience were used in the treatment group. Those children with no previous Get Set Day Care experience or nursery experience were used in the control group.

One hundred and fifty kindergarten teachers were interviewed and given a questionnaire to complete with reference to how the Get Set Day Care instructional staff could refine their instructional program. Each teacher was also asked to recommend ways that could improve the articulation between the kindergarten instructional staff and the Get Set Day Care instructional staff. They were also asked to state some of their classroom problems that tended to hamper their teaching.

Get Set Day Care children's scores were compared with all of the kindergarten children in the Philadelphia School District. In addition, those classes with 30% or more Get Set children were compared with all the kindergarten children in the Philadelphia School District.

Monitoring

Each school and each class was visited once during the year. The teachers were given a questionnaire to complete. This questionnaire was designed to determine strengths and weaknesses of the children with previous Get Set Day Care experience, and to compare the children with Get Set Day Care experience with those with no previous Get Set or nursery experience. A summary was made using the questionnaire and a copy was given to the teachers in the Get Set Day Care Program.

Method of Analysis

Two methods were used: those methods were -

1. Analysis of variance
2. Questionnaires

Results

Tables 1, 2, 3 indicated that the children in the kindergarten program with previous Get Set Day Care experience scored significantly higher than the children with no previous Get Set Day Care experience. A t-test revealed that the data was significant for reading.

Tables 4, and 5 showed that the Get Set Day Care children who were in the selected sample performed better than all of the children in the Philadelphia School District on all parts of the Stanford Early School Achievement Test.

Tables 6, and 7 indicated that there were problems with the children who had previous Get Set Day Care experience. Those problems were: (a) problems in getting the children to follow directions; (b) getting the children to share; (c) getting the children to channel their emotions; (d) the proper use of equipment; (e) listening more in class; and (f) lack of understanding of numerical recognition. It also indicated that there were problems that were common to all of the children. Those problems were: (a) poor communications from the top down and horizontally; (b) lack of materials; (c) too much regimentation (e.g., extra meetings, paper work, visitors, content materials that were unnecessary).

Table 8 indicated that there was need for more communications each year between the two programs, a need for inservice training of the Get Set Day Care teachers, and a need for talks between the two instructional staff members.

Discussion

The study indicated that Get Set Day Care experiences promote the child's ability to learn in the school environment, particularly in the areas of reading and mathematics. The kindergarten teachers felt that more attention should be given to teaching the children to follow directions, share their toys and equipment, and channel their emotions. The articulation between

the kindergarten instructional staff and the Get Set Day Care staff could be improved by having more talks between the two instructional programs. In classes that were composed of 30% or more Get Set Day children, the test results showed that the Get Set Day Care children scored higher.

Conclusion

Get Set Day Care experiences help children develop concepts in learning that are basic for a child when the child enters school. The children learn reading readiness skills and mathematics skills while attending Get Set Day Care. The children have the ability to learn and are learning.

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Table 1

STANFORD EARLY SCHOOL ACHIEVEMENT (SESAT 1)

	Percentile Rank	STANINE		
		Poor	Average	Above Average
The Environment	72	1 2 3	4 5 (6)	7 8 9
Mathematics	53	1 2 3	4 (5) 6	7 8 9
Letter and Sounds	63	1 2 3	4 5 (6)	7 8 9
Aural Comprehension	52	1 2 3	4 (5) 6	7 8 9
Total	54	1 2 3	4 (5) 6	7 8 9

Get Set Day Care Children

The data indicates that the Get Set Day Care children scored average on all parts of the test on the National Stanine Scale.

Table 2

STANFORD EARLY SCHOOL ACHIEVEMENT (SESAT 1)

	Percentile Rank	STANINE		
		Poor	Average	Above Average
The Environment	41	1 2 3	4 (5) 6	7 8 9
Mathematics	12	1 2 (3)	4 5 6	7 8 9
Letters and Sounds	32	1 2 3	(4) 5 6	7 8 9
Aural Comprehension	26	1 2 3	(4) 5 6	7 8 9
Total	12	1 2 (3)	4 5 6	7 8 9

Children With No Previous Get Set or Nursery Experience

The data indicated that the children with no Previous Get Set Day Care or Nursery experience scored poor on mathematics and on the total test. It also indicated that they scored average on the environment, letters and sounds, and aural comprehension.

Table 3

Stanford Early Achievement Test

Composite Score Language Arts and Mathematics

	Treatment Group Children with Get Set Day Care Experience A	Control Group Children with no Previous Get Set Day Care Experience B
Sample size	1391	702
Mean Score	84.090	78.179
Standard Deviation	19.289	20.936

Analysis of Variance

	Sum of Squares	DF	Mean Square	F Ratio
Between groups	824481.312	2091	394.300	
Within groups	16297.824	1	16297.824	41.334
Total	840779.136	2092		p=.001

	Get Set Children Percentile Rank	Children with No Get Set Experience	Significance
Reading	62	33	.001
Mathematics	53	12	.001

STANFORD EARLY SCHOOL ACHIEVEMENT (SESAT 1)

The Sample Includes:

1. 279 Get Set Day Care Children from 16 different schools. The schools in the sample were selected because the kindergarten classes were composed of approximately 50% or more children with previous Get Set Day Care experience. The children in the Get Set sample, had spent at least two years in a Get Set Day Care Center.

2. 153 children with no previous Get Set Day Care experience or nursery experience. These children were in the classes with the Get Set Day Care children.

3. All of the children in the Philadelphia School System who were tested during 1972.

National Percentile Rank of Philadelphia . Mean	Get Set Day Care Children	Children with No Get Set Experience in Classes with the Get Set Children
TEST		
The Environment	The Environment	The Environment
36	72	41
Mathematics	Mathematics	Mathematics
38	53	12
Letters & Sounds	Letters & Sounds	Letters & Sounds
58	63	32
Aural Comprehension	Aural Comprehension	Aural Comprehension
42	52	26
Total	Total	Total
46	54	12

The data indicated that the Get Set children scored higher than the Philadelphia children or the children with no previous Get Set experiences.

STANFORD EARLY SCHOOL ACHIEVEMENT TEST (SESAT 1)

National Percentile Rank of Philadelphia

Percentile Rank

N=46

Mean Score

84.64

1972 Percentile Rank of all Get Set Day Care Children

Percentile Rank

N=40

Mean Score

84.09

The data indicated that there is no significant difference between the means.

TABLE 6

Teacher's Report

Problems With the Get Set Day Care Children

	No. of Teachers Reporting N = 150
Getting the children to follow directions	129
Sharing toys and equipment	80
Listening more	144
Numerical recognition	38
Proper use of equipment	29
Proper channel of emotions	133

The data indicated that the Get Set Day Care children needed more instruction in following directions, sharing toys and equipment and the proper use of the eqipment, recognition of numbers, and the proper channel of their emotions.

TABLE 7

Teacher's Report

Classroom Problems

	No. Teachers Reporting N = 150
Poor communications from top down and horizontally	117
Follow-up on cases needing psychological care	47
Finding space for the children	44
Materials and equipment	48

The data indicated that there was a need for more space for the children, better communications from the administrative level, follow-up on psychological cases, and more materials and equipment.

TABLE 8

Teacher's Report

Recommendations for Improving the Articulation Between the Get Set Day Care Program and the Kindergarten Program

	No. Teachers Reporting N = 150
More communications each year between the two programs	147
Anecdotal records sent to the schools	21
Inservice training for the Get Set Day Care Teachers	26
Talks between Get Set Day Care instructional staff and the kindergarten staff	141

The data indicated that there was a lack of communications between the two instructional programs, and that the Get Set Day Care teachers needed some inservice training.

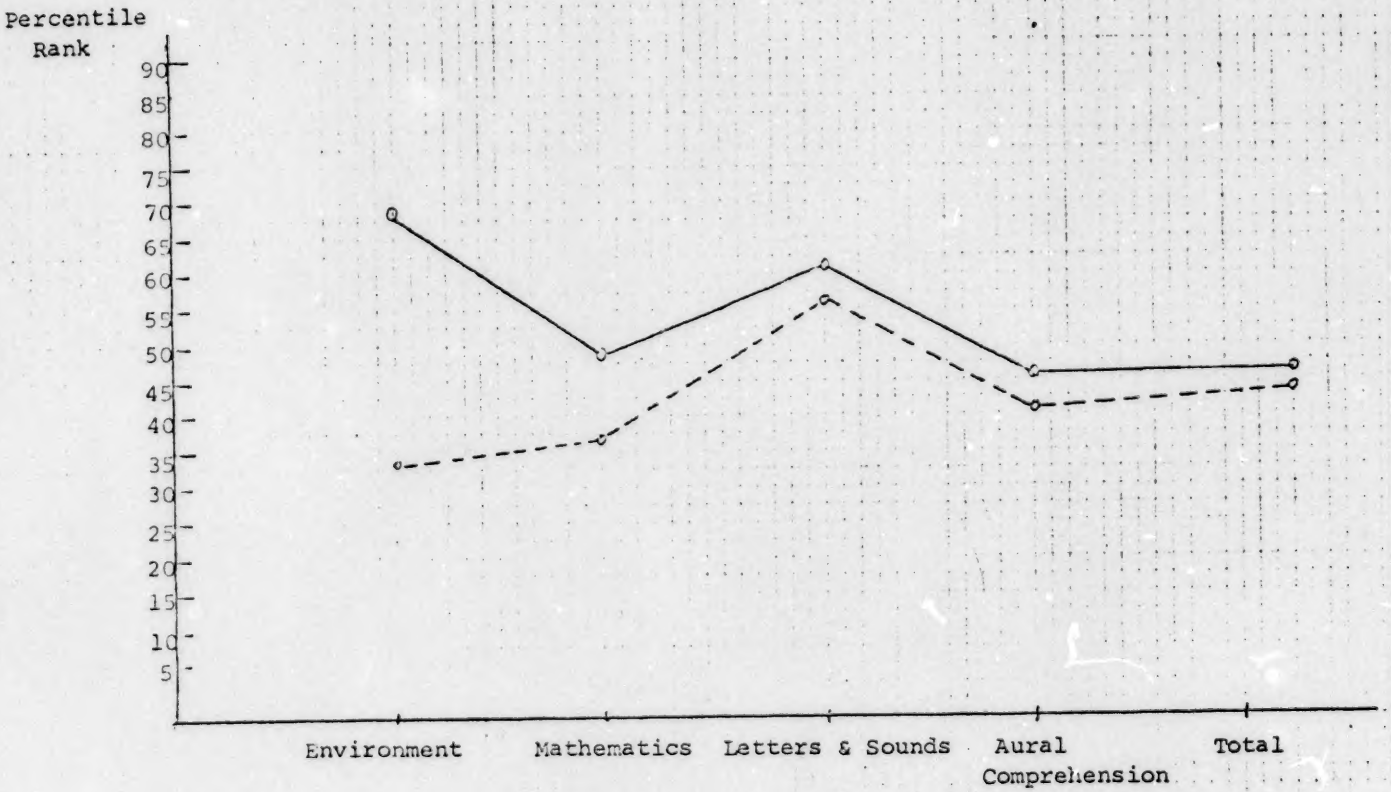

Figure 1. Stanford Early School Achievement (SESAT 1)

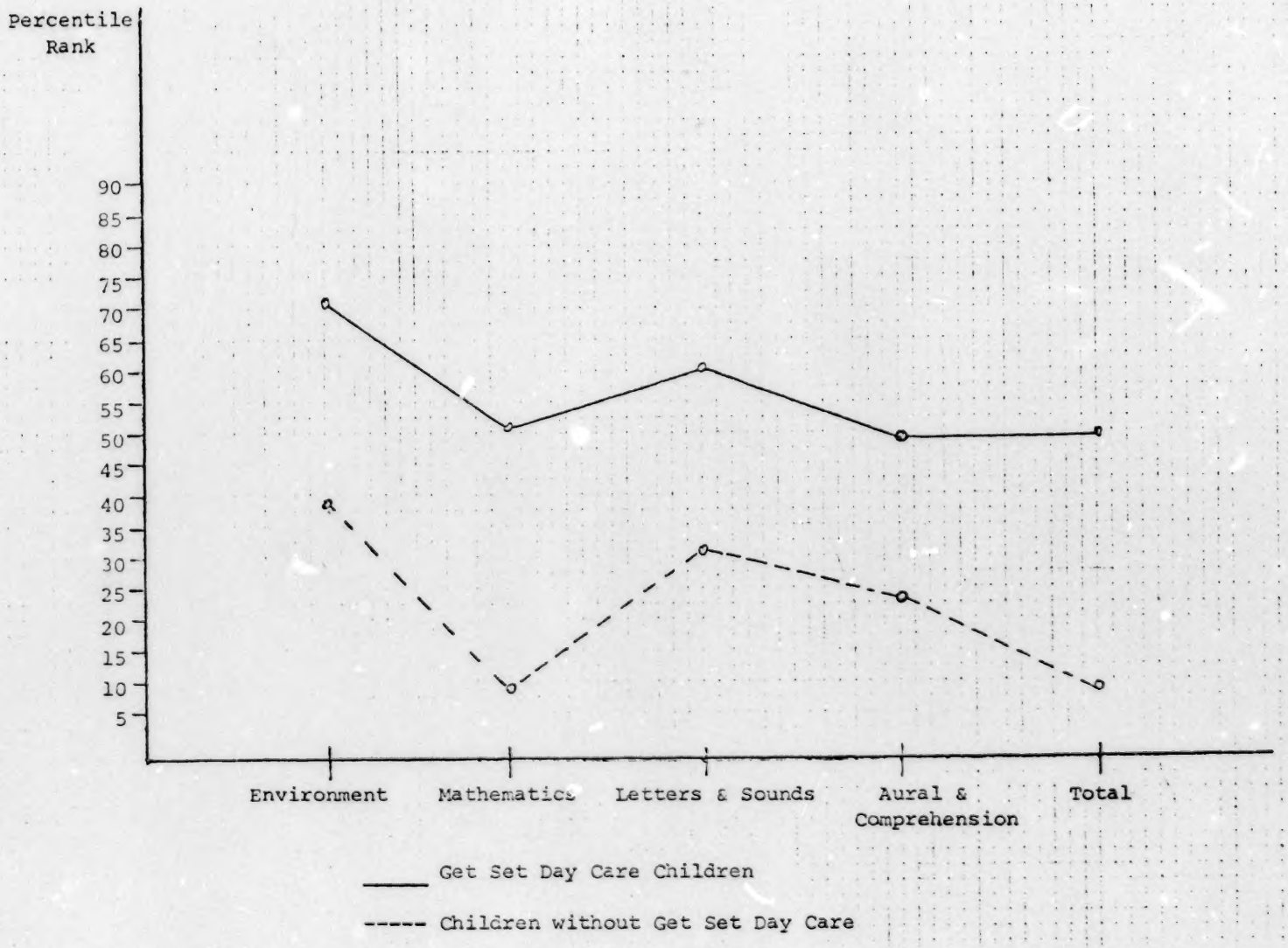

Figure 2. Stanford Early School Achievement (SESAT 1)

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